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Teacher's Educational Philosophy, Teaching Style and Performance

Alberto D. Yazon and Karen Ang-Manaig

Laguna State Polytechnic University

Abstract

A descriptive - correlational research was done to determine relationship between teacher's philosophy, teaching style, and performance. The respondents of this study were the 33 randomly selected faculty members, constituting almost 40% of the total number of faculty members in the University. The teacher-respondents is dominated by female with the age of early fortys up to late fiftys and finished graduate studies. Further, majority of them are Assistant Professors and serving the institution for more than three decades now. More than 50% of the teacher-respondents got a Common Criteria Evaluation (CCE) and Qualitative Contribution Evaluation (QCE) points of 65 to 87 and 89% to 91% respectively. Almost 50% of the teacher-respondents are progressivists who strongly believe that teaching should prepare students for analyzing and solving the types of problems they will face outside the classroom. More than half of the respondents have somewhat individualized style of teaching which clearly means that majority of the teacher respondents focused to approximately individualized or student-centered instruction and assessment. It was found out that teacher-respondent's performance differs significantly when they were grouped according to highest educational attainment, academic rank, and years in service. However, the data are not sufficient enough to support the existence of significant correlations between teacher's philosophy, teaching style, and performance. The researchers concluded that when teachers were grouped according to highest educational attainment, academic rank, and years in service, significant differences between their mean performance exist. The higher the level of education, academic rank, and the longer the teacher's length of service, the better the performance. It was also concluded that teacher's varying philosophy and teaching styles do not predict of their performance.

Keywords: educational philosophy, teachers, performance, teaching style

Corresponding Author:
Alberto D. Yazon
adyazon_13@yahoo.com

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1. Introduction

Many people are involved at various levels and in diverse settings in the education of adults. One of the characteristics of professional development activities among this diverse group of adult educators is an attempt to better understand the teaching-learning process. For teachers, this involves better understanding what we do in the classroom and why we do it. One way to accomplish this is for teachers to become aware of their educational philosophies because "true professionals know not only what they are to do, but also are aware of the principles and reasons for acting. Experience alone does not make a person a professional adult educator. The person must be also be able to reflect deeply upon the experience he or she has had" (Elias & Merriam, 1980, p. 9).

An educational philosophy refers to a comprehensive and consistent set of beliefs about the teaching-learning transaction. The purpose of an educational philosophy is to help "educators recognize the need to think clearly about what they are doing and to see what they are doing in the larger context of individual and social development" (Ozmon & Craver, 1981, p. x). Thus, it is simply "to get people thinking about what they are doing" (p. x). By doing this, educators can see the interaction among the various elements in the teaching-learning transaction such as the students, curriculum, administration, and goals (p. 268). This can "provide a valuable base to help us think more clearly" (p. x) about educational issues.

Educational philosophy can serve as the frame of reference for effectively analyzing this reflective thinking. Since "a philosophical orientation underlies most individual and institutional practices in adult education" (Darkenwald & Merriam, 1982, p. 37), this reflective process involves an understanding of educational philosophy and of one's relationship to the various philosophical schools. "Developing a philosophical perspective on education is not a simple or easy task. It is, however, a necessary one if a person wants to become an effective professional educator" (Ozmon & Craver, 1981, p. 268).

No two teachers are alike, and any teacher with classroom teaching experience will agree that their style of teaching is uniquely their own. An effective teaching style engages students in the learning process and helps them develop critical thinking skills. Traditional teaching styles have evolved with the advent of differentiated instruction, prompting teachers to adjust their styles toward students' learning needs.

It is believed that teacher's philosophy is being manifested in their teaching style. Likewise, their teaching style is one of the predictors of their teaching performance, hence this study.

2. Objectives of the Study

This study aimed to determine relationship between teacher's philosophy, teaching style, and performance. It sought answers to the following specific questions:

1. What is the profile of the teacher-respondents in terms of age, sex, highest educational attainment, academic rank, and years in service?
2. What is the teacher's performance based on Common Criteria Evaluation (CCE) and Qualitative Contribution Evaluation (QCE) points?
3. How can the teachers be described in terms of their educational philosophy?
4. How can the teacher's teaching style be described in terms of instructional planning, teaching methods, student's groupings, room design, teaching environment, evaluation techniques, and teaching characteristics and classroom management?
5. Is there a significant difference in the teacher's performance when they are grouped according to age, sex, highest educational attainment, academic rank, and years in service?
6. Is there a significant relationship between teacher's performance and educational philosophy?
7. Is there a significant relationship between teacher's performance and teaching style?
8. Is there a significant relationship between teacher's educational philosophy and teaching style?

3. Materials and Methods

This study employed descriptive - correlational research design since it sought to investigate the relationship between variables under investigation. The respondents of this study were the 33 randomly selected faculty members of the Laguna State Polytechnic University - Los Banos Campus, Los Banos Laguna, constituting almost 40% of the total number of faculty members in the University.

The research instruments used in this study were the Educational Philosophy Survey Questionnaire by Sadker & Sadker (1997) and the Teaching Style Inventory of Dunn & Dunn (1985). The teaching performance of the respondents were based on their Common Criteria Evaluation (CCE) and Qualitative Contribution Evaluation (QCE) points earned during the 6th Cycle (July 1, 2010 - June 30, 2013).

Frequency counts, weighted mean, standard deviation, independent t-test, one-way analysis of variance, and Chi-Square test were used as statistical tools in treating the data for thorough analysis and interpretation.

4. Results and Discussion

1. Almost 58% (19) are 44 years old and above, 24 or 73% are female, 28 or 85% obtained Master's Degree or higher occupying an Instructor to Assistant Professor plantilla position, and practicing their teaching profession for less than 31 years. These results indicate that the teacher-respondents is dominated by female with the age of early fortys up to late fiftys and finished graduate studies. Further, majority of them are at most Assistant Professors and serving the institution for more than three decades now.

2. 17 or 51.52% teacher-respondents got a Common Criteria Evaluation (CCE) and Qualitative Contribution Evaluation (QCE) points of 65 to 87 and 89% to 91% respectively. There are 11 or 33.33% faculty members who obtained 88 to 123 CCE points and QCE of 92% to 94%. The remaining five (5) teachers accumulated 124 to 158 CCE points and got 95% to 97% QCE.

   Based on the results, the CCE points, which is based on teacher's educational qualification, experience and length of service, and professional development achievement and honors, are the indicators of their Academic Rank. It is being complemented by QCE percentage which focuses on instructions/teaching effectiveness as assessed by themselves, peers, students, and immediate superior (or the Dean/Associate Dean).

3. In terms of **teacher-respondent's mean assessment of their respective educational philosophy in an essential perspective**, they strongly believe that Philippine schools should attempt to instill traditional Filipino values in students; that the curriculum of a school should be determined by information that is essential for all students to know; and that schools must provide students with a firm grasp of basic facts regarding the books, people, and events that have shaped

the American heritage. They agreed that students should not be promoted from one grade to the next until they have read and mastered certain key material; that countries must become more competitive economically, hence schools must bolster their academic requirements for more competition; that academic rigor is an essential component of education; and that effective schools assign a substantial amount of homework. It can be noted that they disagree school curriculum should be centered around the 3Rs only.

4. **Teacher-respondent's mean assessment of their respective educational philosophy in an perennial perspective** revealed that it can be observed that they agree that schools, above all, should develop students' abilities to think deeply, analytically, and creatively; this is more important than developing their social skills or providing them with a useful body of knowledge; that education should focus on the discussion of timeless questions such as "What is beauty?" or "What is truth?"; that teacher-guided discovery of profound truths is a key method of teaching students; that Philosophy is ultimately at least as practical subject to study as is computer science; that students must be taught to appreciate learning primarily for its own sake rather than because it will help them in their careers; that all students, regardless of ability, should study more or less the same curriculum; that the curriculum of the schools should focus on the great thinkers of the past; and that an effective education is not aimed at the immediate needs of the students or society.

5. **Teacher's View on Education in a Progressive Perspective** found that teacher-respondents strongly uphold that teaching should prepare students for analyzing and solving the types of problems they will face outside the classroom; that students should be active participants in the learning process; that many students learn best by engaging in real-world activities rather than reading; and that teachers must stress for students the relevance of what they are learning to their lives outside, as well as inside, the classroom. They supported that since students learn effectively through social interaction, schools should plan for substantial social interaction in their curricula; that art classes should focus primarily on individual expression and creativity; that the curriculum of a school should be built around the personal experiences and needs of the students; and that schools must place more emphasis on teaching about the concerns of minorities and women.

6. **Teacher's View on Education in an Existential Perspective** shown that there are no external standards of beauty. Beauty is what an individual decides it to be;

that each person has free will to develop as he or she sees fit; that it is more important for a student to develop a positive self-concept than to learn specific subject matter; that reality is determined by each individual's perceptions. There is no objective and universal reality; that the students should be permitted to determine their own curriculum; that the purpose of school is to help students understand themselves and find the meaning of their existence; that students who do not want to study much should not be required to do so; and that effective learning is unstructured and informal.

7. **Teacher's view on education in behavioral perspective** *found that te*acher-respondents adhered that information is taught effectively when it is broken down into small parts; that we can place a lot of faith in our schools and teachers to determine which student behaviors are acceptable and which are not; that programmed learning (sequential, step-by-step) is an effective method of learning; that frequent objective testing is the best way to determine what students know; that learning is more effective when students are given frequent tests to determine what they have learned; that people are shaped much more by their environment than by the exercise of their free will; that reward students well for learning and they will remember and be able to apply what they learned, even if they were not led to understand why the information is worth knowing; and that students learn best through reinforcement and reward.

Table 1

Educational Philosophy	Frequency	Percentage
Essentialism	5	15.2
Perennialism	6	18.2
Progressivism	16	48.5
Behaviorism	6	18.2
Overall	**33**	**100.00**

8. **Teacher-respondent's educational philosophy**

It can be observed from Table 8 that almost 50% of the teacher-respondents are progressivists who strongly believe that teaching should prepare students for analyzing and solving the types of problems they will face outside the classroom; that students should be active participants in the learning process; that many students learn best by engaging in real-world activities rather than reading; and that teachers must stress for students the relevance of what they are learning to their lives outside, as well as inside, the classroom.

These results clearly manifest that LSPU-Faculty members respond to the paradigm shift in education, that is from teacher-centered to student-centered, which give importance on what students can demonstrate when they finish a particular topic, subject, or course. They prepare the learners for the real-world and equip them with the 21st century skills which help them adapt to the ever-changing and challenging society.

9. **Teacher's teaching style in terms of instructional planning**

Table 2

Statement	Mean	SD	Descriptive Interpretation
a. Diagnosis and prescription for each student	3.52	0.76	Frequently
b. Whole class lessons	4.21	0.74	Frequently
c. Contracts, learning activity packages or instructional packages	3.85	0.97	Frequently
d. Creative activities with student's options.	3.91	0.88	Frequently
e. Programmed materials or drill assignments.	4.03	0.77	Frequently
f. Small group assignments	3.64	0.96	Frequently
g. Task cards or games	3.03	0.92	Occasionally
h. Objectives	4.09	0.77	Frequently
i. Peer tutoring or team learning	3.76	0.87	Frequently
j. Role playing or simulations	3.48	1.09	Occasionally
k. Brainstorming or circles of knowledge	4.06	0.86	Frequently

Based on the results in Table 8, teacher-respondents do whole class lessons, setting objectives, brainstorming, and use programmed materials or drill assignments most of the time. They sometimes use task cards and role playing or simulations. These variations of instructional plans is a result of the diversity of subjects or topics the teachers have been teaching.

10. **Teacher's teaching style in terms of teaching method**

Table 3

Statement	Mean	SD	Descriptive Interpretation
a. Lecture (whole class)	4.45	0.79	Frequently
b. Teacher demonstration	4.12	0.89	Frequently
c. Small group activity	3.82	0.77	Frequently
d. Media (audio-visual presentation)	4.21	0.78	Frequently
e. Class discussion (question & answer)	4.55	0.67	Always
f. Individualized (diagnosis & prescription for each student)	3.94	0.90	Frequently

It can be noted from the table above that class discussion with oral recitation remained to be the most commonly used teaching method by LSPU-LB faculty members.

11. **Teacher's teaching style in terms of student's groupings**

Table 4

Statement	Mean	SD	Descriptive Interpretation
a. Several small groups	3.64	0.90	Frequently
b. Pairs	3.30	0.98	Occasionally
c. Independent study assignment (student works alone	4.03	0.88	Frequently
d. One-to-one interactions with teacher	3.45	1.09	Occasionally
e. Two or more of the above groupings at one time	3.36	1.03	Occasionally
f. One large group (entire class)	3.82	1.16	Occasionally

As revealed from the table above, teachers are frequently grouping their students into several small groups in performing activities. More often, they let student works independently.

12. **Teacher's teaching style in terms of room design**

Table 5

Statement	Mean	SD	Descriptive Interpretation
a. Rows of desks	4.18	0.88	Frequently
b. Small groups of 3-8 students	3.21	1.05	Occasionally
c. Learning stations of interest centers	3.36	1.19	Occasionally
d. A variety of ideas	4.00	0.94	Frequently
e. Individual and small group (2-4 students)	3.52	1.03	Frequently
f. Three or more of the above arrangements at the same time.	3.42	0.90	Occasionally

It can be gleaned from the table that teachers are frequently arranging the students in rows of desks and infuse variety of ideas inside the classroom. An individual and small group consists of 2-4 students is frequently formed to facilitate the teaching - learning processes.

13. **Teacher's teaching style in terms of teaching environment**

Table 6

Statement	Mean	SD	Descriptive Interpretation
a. Varied instructional areas are provided in the classroom for different simultaneous activities	3.67	0.92	Frequently
b. Nutritional intake is available for all students as needed	3.18	1.21	Occasionally
c. Instructional areas are designed for different groups that need to talk and interact	3.79	0.99	Frequently
d. Varied time schedules are in use for individuals	3.61	1.09	Frequently
e. Students are permitted to choose where they will sit and/or work.	3.58	1.20	Frequently
f. Multisensory resources are available in the classroom for use by the students.	3.39	1.06	Occasionally
g. Alternative arrangements are made for mobile, active or overly talkative students.	3.21	1.11	Occasionally

Based from the table it brought out the teacher's teaching style in terms of evaluation techniques.

14. **Teacher's teaching style in terms of evaluation techniques**

Table 7

Statement	Mean	SD	Descriptive Interpretation
a. Observation by moving from group to group and among individuals.	3.94	0.86	Frequently
b. Teacher made test	4.55	0.67	Always
c. Student self-assessment	4.00	0.94	Frequently
d. Performance tests (demonstrations)	4.39	0.83	Frequently
e. Criterion-referenced achievement tests based on student self-selected and individual objectives.	3.70	0.92	Frequently
f. Criterion-referenced achievement tests based on small group objectives.	3.73	0.98	Frequently
g. Standardized achievement tests based on grade-level objectives	3.73	1.01	Frequently
h. Criterion-referenced achievement test based on individual student's potential.	3.73	0.98	Frequently

Apparently, the teacher-respondents always use teacher-made test to assess what the students have learned in their course. Performance tests, self-assessment, observation, criterion-referenced test and achievement test were often utilized to holistically gauge student's learning

15. **Teacher's teaching style in terms of terms of teaching characteristics and classroom management** revealed that that the teacher-respondents are always concerned with what and how students learn. They always ensure that students are evaluated objectively and syllabus oriented. Typically, these teaching characteristics and classroom management are manifested during orientation usually done during first week of regular classes and continuously implemented as the course progresses.

16. Based from the results of **Teacher's teaching style in terms of educational philosophy** that teachers share various educational philosophy. The one that is most common among them is their belief that a curriculum must be student-centered. This finding is parallel to the teacher's teaching philosophy presented earlier that almost 50% of them are progressivists who ought to believe that the curriculum must be meaningful, relevant, and useful for the students.

17. **Teacher-respondent's teaching style**

Table 8

Teaching Style	Frequency	Percentage
Transitional	6	18.2
Somewhat Individualized	19	57.6
Individualized	8	24.2
Overall	**33**	**100.00**

The accumulated and weighted scores obtained by each teacher-respondents in instructional planning, teaching methods, student's groupings, room design, teaching environment, evaluation techniques, and teaching characteristics and classroom management questions determine their teaching style. As summarized in Table 17, 19 or 57.6% have somewhat individualized style of teaching which clearly means that majority of the teacher respondents focused to approximately individualized or student-centered instruction and assessment.

18. **Test of significant difference in the teacher's performance when they are grouped according to age, sex, highest educational attainment, academic rank, and years in service**

It can be gleaned from the table that teacher-respondent's performance differs significantly when they were grouped according to highest educational attainment, $F = 4.313$; $p < .05$, academic rank, $F = 34.747$; $p < .01$, and years in service, $F = 8.328$; $p < .01$. Since significant differences exist, post hoc tests were performed to find out where the differences lie.

Table 9

Variables	Computed Value	p-value	Remarks
Age	F = 1.873	0.141	Not Significant
Sex	t = 1.017	0.317	Not Significant
Highest Educational Attainment	F = 4.313*	0.012	**Significant**
Academic Rank	F = 34.747**	<.01	**Significant**
Years in Service	F = 25.157**	<.01	**Significant**

**Significant at.05 level *Significant at.01 level*

19. **Post hoc test of significant difference on teacher's performance when grouped according to highest educational attainment**

Table 10

Highest Educational Attainment		Mean Difference	p-value	Remarks
Doctorate Degree	**BS Degree with MA Units**	**30.72333***	**0.007**	**Significant**
	Masters Degree	**15.00867**	**0.217**	**Not Significant**
	Masters Degree with Doctoral Units	**15.83833**	**0.322**	**Not Significant**

**Significant at.05 level*

As presented in the Table, the mean difference of 30.72 points between the performance of teacher-respondents who finished doctorate degree and BS degree is statistically significant at 5% level. This means that the higher the level of education obtained, the higher the teaching performance in terms of the combined scores in CCE and QCE.

20. **Post hoc test of significant difference on teacher's performance when grouped according to highest educational attainment** revealed that when the points obtained by associate professor teacher-respondents are paired with instructors' and assistant professors' in their CCE and QCE as the measures of their performance, significant differences were found. It clearly indicates that as the teachers occupied higher position, the higher their performance is.

21. **Post hoc test of significant difference on teacher's performance when grouped according to highest educational attainment** found that when post hoc test was employed, the mean difference between the performance of teachers serving for 1 to 10 years and 21 to 30 years and 1 to 10 years and 31 to 40 years, significant differences occurred. This means that as the teacher's length of service increases, their combined CCE and QCE point also increases.

22. **Test of significant relationship between teacher's educational philosophy, teaching style, and performance**

Table 11

Pairs of Variables	X^2 value	p-value	Remarks
Educational Philosophy and Performance	3.546 (df = 4)	.471	Not Significant
Teaching Style and Performance	5.711 (df = 4)	.456	Not Significant
Educational Philosophy and Teaching Style	5.709 (df = 6)	.457	Not Significant

It can be seen from the results in table above that there is no significant relationship between teacher's educational philosophy, teaching style, and performance. It signifies that the data are not sufficient enough to support the existence of significant correlation between variables under study.

5. Conclusion and Recommendation

The null hypothesis stating that there is no significant difference in the teacher's performance when they are grouped according to age, sex, highest educational attainment, academic rank, and years in service is **PARTIALLY REJECTED**. This means that when teacher's performance was grouped according to highest educational attainment, academic rank, and years in service, significant differences between their mean performances exist.

In contrary, the null hypothesis stating that there is no significant relationship between teacher's educational philosophy, teaching style and performance is ACCEPTED. This means that teacher's varying philosophy and teaching styles do not predict of their performance.

The researchers recommend that LSPU faculty members are encouraged to continue and/or pursue graduate studies since it is one of the determinants of performance. Consequently, the University officials may offer more scholarship programs to entice teachers in taking graduate courses.

Future researchers are suggested to investigate other factors that may influence teacher's performance which were not covered in this study. They may also increase the sample size to achieve better results.

Author's Note

Alberto D. Yazon, PhD
Assistant Professor IV
College of Teacher Education
Laguna State Polytechnic University
Los Banos, Laguna
E-Mail: adyazon_13@yahoo.com
Karen Ang-Manaig
Assistant Professor I
College of Teacher Education
Laguna State Polytechnic University
Los Banos, Laguna
E-Mail: karenangmanaig3381@gmail.com

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